



NC AP Partnership

Ensuring College and Career Success
for North Carolina's Students



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NCAPP Mission



The mission of the Partnership between The College Board and the state of North Carolina is to prepare, inspire, and connect students to postsecondary success and opportunity, with a particular focus on minority students and students who are underrepresented in postsecondary education.

“It is the intent of the State of North Carolina to enhance accessibility and encourage students to enroll in and successfully complete more rigorous advanced courses to enable success in postsecondary education for all students. The North Carolina State Board of Education shall seek a partner to form the North Carolina Advanced Placement Partnership, hereinafter referred to as Partnership, to assist in improving college readiness of secondary students and to assist secondary schools to ensure that students have access to high-quality, rigorous academics with a focus on access to Advanced Placement courses (G.S. 115C-83.4A).”

Two Major Initiatives



- Establishes NC AP Partnership with College Board - \$1.5 M
 - Statewide scholarships for teacher PD – 115 Districts
 - 23 Target Districts – rural, lower performing districts

- Funds all exam fees for AP and IB courses – \$11.8 M

NCAPP Target Districts



Anson County Schools
Bertie County Schools
Clinton City Schools
Columbus County Schools
Duplin County Schools
Edgecombe County Schools
Greene County Schools
Hoke County Schools
Lee County Schools
Lenoir County Schools
Lexington City Schools
Montgomery County Schools

Nash-Rocky Mount Public Schools
Northampton County Schools
Pitt County Schools
Richmond County Schools
Robeson County Public Schools
Sampson County Schools
Scotland County Schools
Thomasville City Schools
Warren County Schools
Washington County Schools
Wayne County Public Schools

NCAPP Professional Development

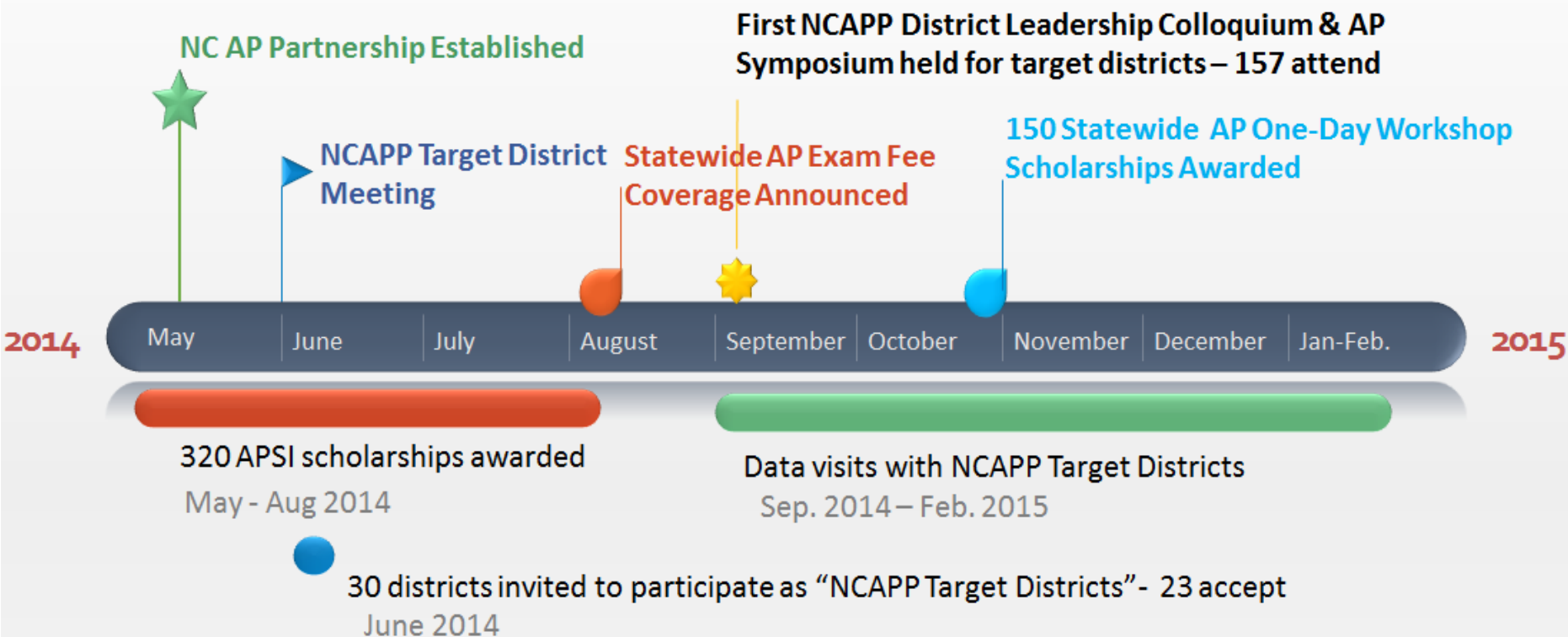


Event

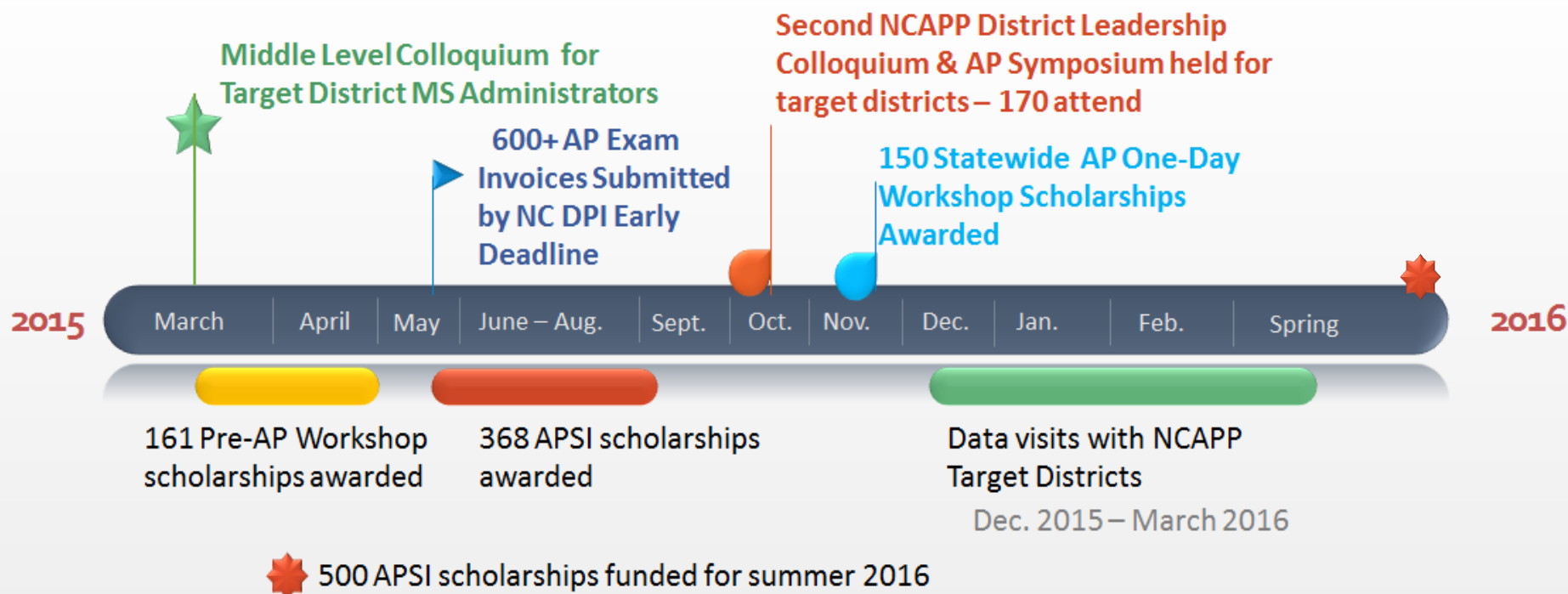
Audience

- | | |
|-------------------------------------|--|
| ➤ Fall Leadership Colloquium | ➤ Administrators & counselors |
| ➤ Fall AP Symposium | ➤ AP teachers |
| ➤ Middle-Level Colloquium | ➤ Middle school administrators, counselors |
| ➤ AP Summer Institutes | ➤ AP teachers |
| ➤ AP One-Day Workshops | ➤ AP teachers |
| ➤ Pre-AP One-Day Workshops | ➤ Middle & high school teachers |

NCAPP Timeline – Year 1



NCAPP Timeline – Year 2



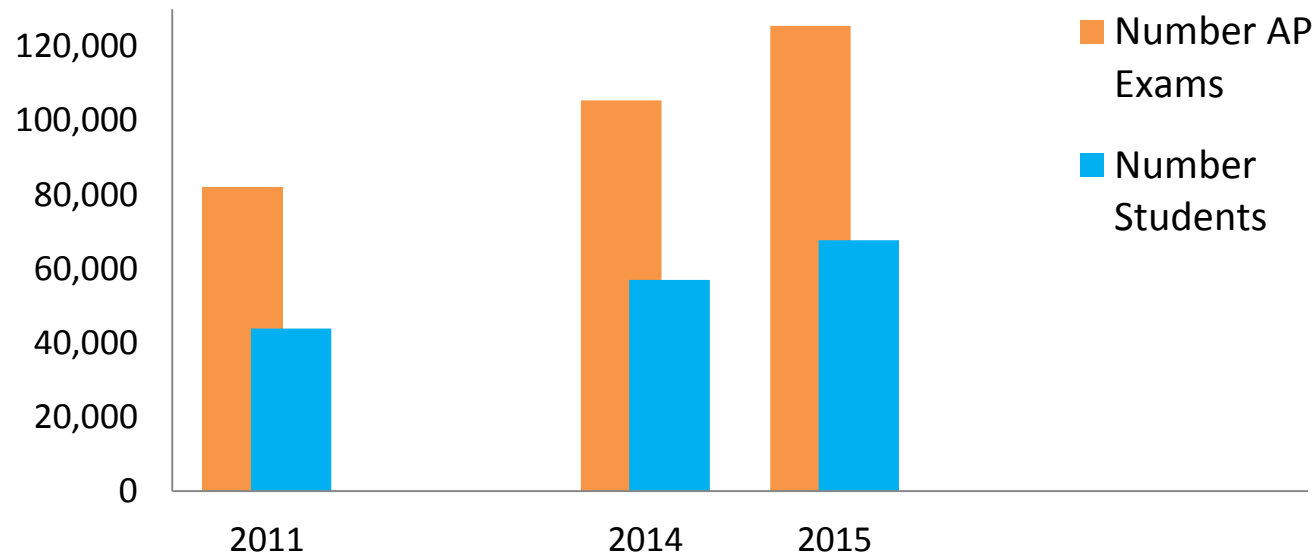
NC Public School AP Data - 2015



North Carolina saw growth in all three major categories of AP Participation and Performance:

- **18.7 % increase of exam takers over last year (67,678 students)**
- **19.1 % increase of exams taken over last year (125,547 exams)**
- **9.0 % increase of examinees attained 3+ score over last year (63,837 exams)**

AP Participation - NC Public School Students



NC Enrollment Data



AP Student Enrollment in At Least One AP Course



Academic Year	Number of Students	Increase
2013-2014	71,655	n/a
2014-2015	74,758	4%
2015-2016	77,392	4%

Consistent 4% growth in course enrollment across the state.

Racial Participation & Performance Gains

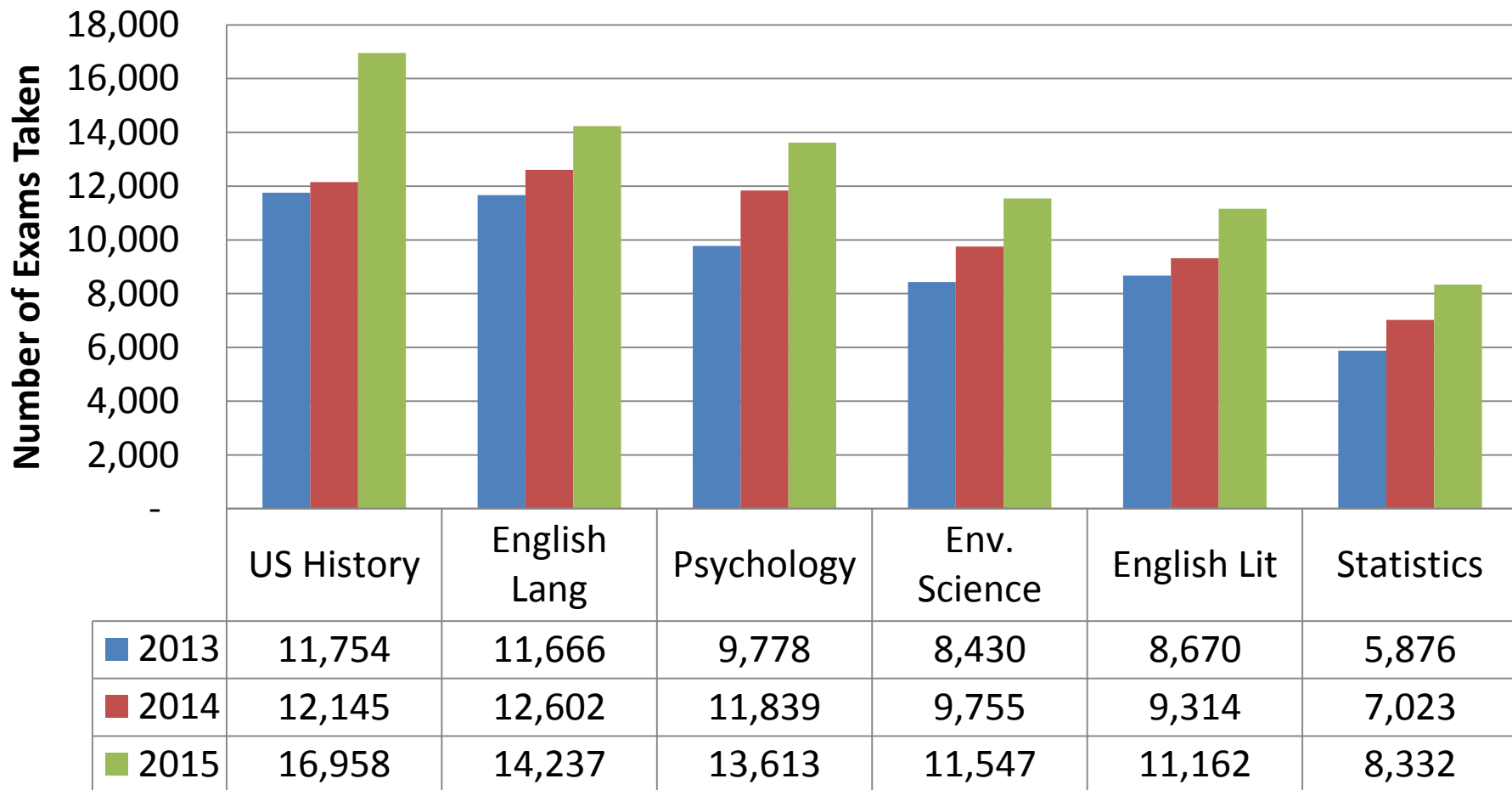


		North Carolina - Public Schools				Total Group - Public Schools			
		# of Exam-Takers	% of Total	# of Exams Taken	# of Grades 3-5	# of Exam-Takers	% of Total	# of Exams Taken	# of Grades 3-5
All	Total	67,678	100.0%	125,547	63,837	2,157,219	100.0%	3,858,200	2,154,772
	Change from last year	+18.7%		+19.1%	+9.0%	+6.0%		+7.2%	+4.9%
Gender	Female	38,378	56.7%	70,348	34,235	1,217,939	56.5%	2,123,525	1,133,217
	Change from last year	+18.7%		+19.2%	+10.1%	+6.3%		+7.3%	+5.6%
Gender	Male	29,300	43.3%	55,199	29,602	939,280	43.5%	1,734,675	1,021,555
	Change from last year	+18.8%		+19.1%	+7.7%	+5.7%		+7.1%	+4.1%
Ethnic Group	American Indian	688	1.0%	1,080	315	11,885	0.6%	19,791	8,560
	Change from last year	+45.1%		+37.1%	-0.6%	+0.3%		+2.2%	-0.4%
Ethnic Group	Asian	4,895	7.2%	11,548	7,350	264,549	12.3%	579,315	390,173
	Change from last year	+14.0%		+17.5%	+12.2%	+4.4%		+6.9%	+5.9%
Ethnic Group	Black	8,610	12.7%	14,084	3,592	179,373	8.3%	284,606	82,723
	Change from last year	+22.8%		+22.4%	+12.7%	+3.6%		+5.2%	+6.1%
Ethnic Group	Hispanic Overall	5,125	7.6%	9,013	3,629	412,422	19.1%	708,766	286,412
	Change from last year	+21.3%		+24.7%	+14.8%	+8.2%		+10.2%	+6.5%
Ethnic Group	Mexican American	2,190	3.2%	3,645	1,238	201,726	9.4%	345,739	135,584
	Change from last year	+25.2%		+30.5%	+19.0%	+8.7%		+10.4%	+6.5%
Ethnic Group	Puerto Rican	451	0.7%	772	337	22,545	1.0%	37,256	16,363
	Change from last year	+22.2%		+24.7%	+24.8%	+3.6%		+5.2%	+4.6%
Ethnic Group	Other Hispanic	2,484	3.7%	4,596	2,054	188,151	8.7%	325,771	134,462
	Change from last year	+17.9%		+20.4%	+11.0%	+8.2%		+10.6%	+6.7%

AP Course Growth - Top 5 AP Exams Taken by NC Public School Students



AP Exam Growth: NC Public Schools



NCAPP Target District - Feedback



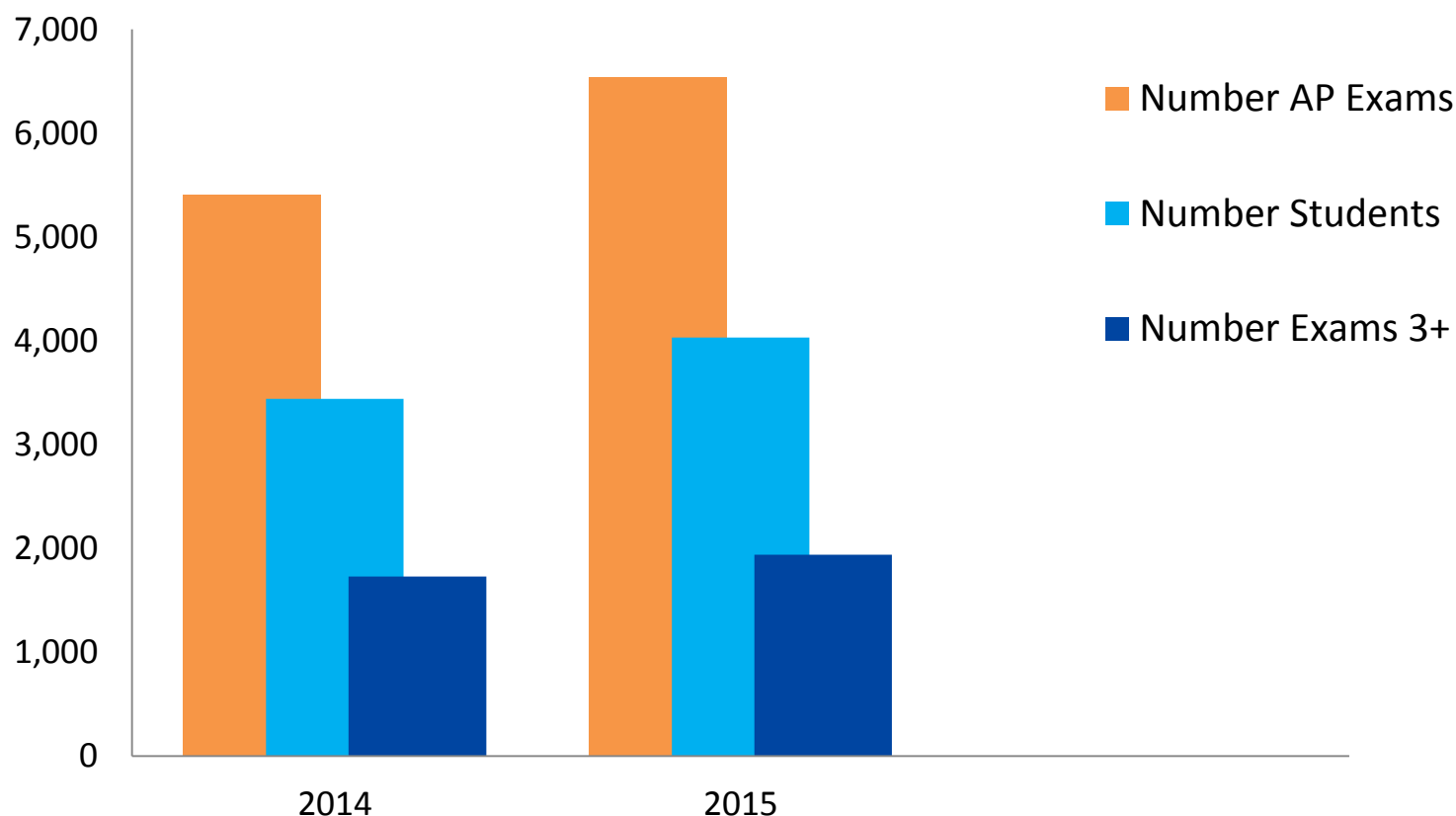
“The NC AP Partnership has been and continues to be a wonderful opportunity for Thomasville City Schools. Without the Partnership, our teachers would not have the opportunity to collaborate and learn from experienced AP teachers. The workshops have provided time to network with other districts and gain valuable resources to use in the classroom. The Partnership has helped us prepare our advanced middle grade learners for AP courses by offering Pre-AP training for middle school teachers. Thanks to the Partnership, we have been able to send additional teachers to the AP Summer Institutes.”

- Dr. Maria Pitre-Martin, Superintendent of Schools,
Thomasville City School District

NCAPP Target District – First Year Results



AP Participation & Performance – NCAPP Target Districts

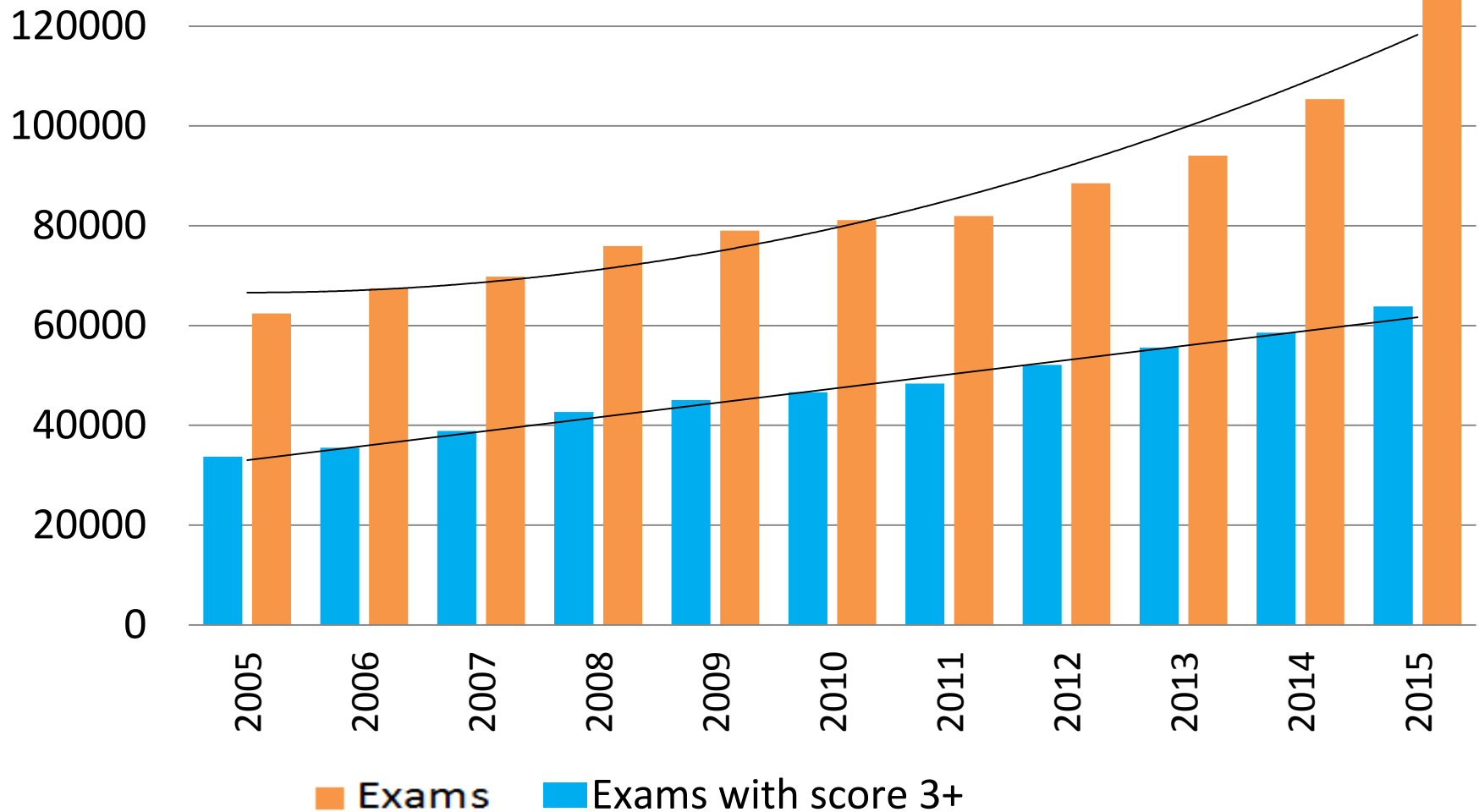


NCAPP Target District – First Year Results



- The number of students taking AP exams in the 23 targeted NCAPP districts increased **17%** over last year, from 3,439 students in 2014 to 4,030 students in 2015.
- The number of AP exams taken by students in the 23 targeted NCAPP districts increased **20.7%** over last year, from 5,409 exams in 2014 to 6,533 exams in 2015.
- The number of AP exams receiving a score of 3, 4, or 5 taken by students in the 23 targeted NCAPP districts increased **12.1%** over last year, from 1,730 exams in 2014 to 1,939 exams in 2015.

NC Public Schools: AP Participation and Performance – 10 Years

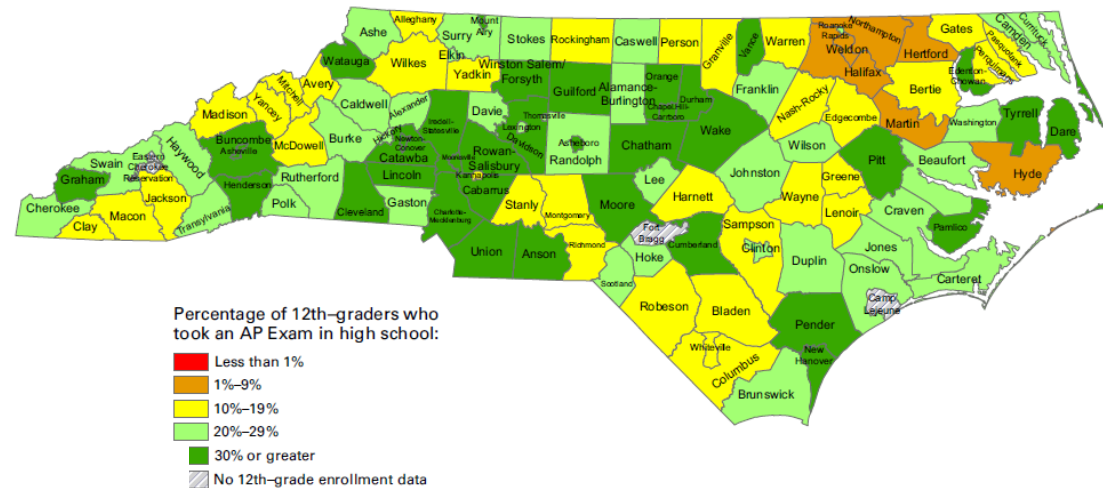


North Carolina Statewide Perspective: AP Exam Participation by District 2014 & 2015



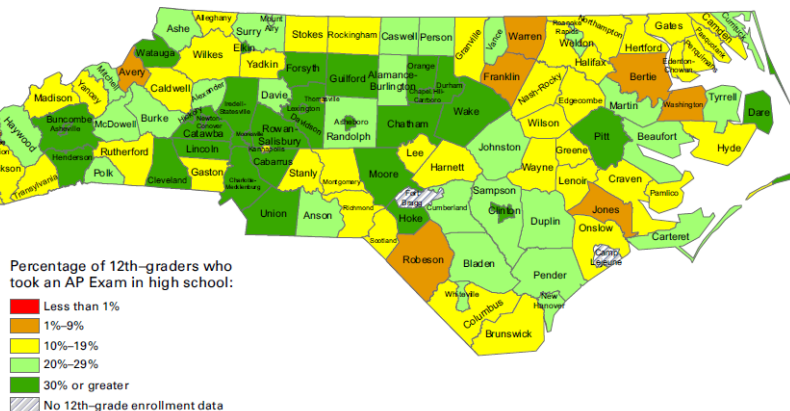
North Carolina Public Schools

AP[®] Participation by District: Class of 2015



North Carolina Public Schools

AP[®] Participation by District: Class of 2014

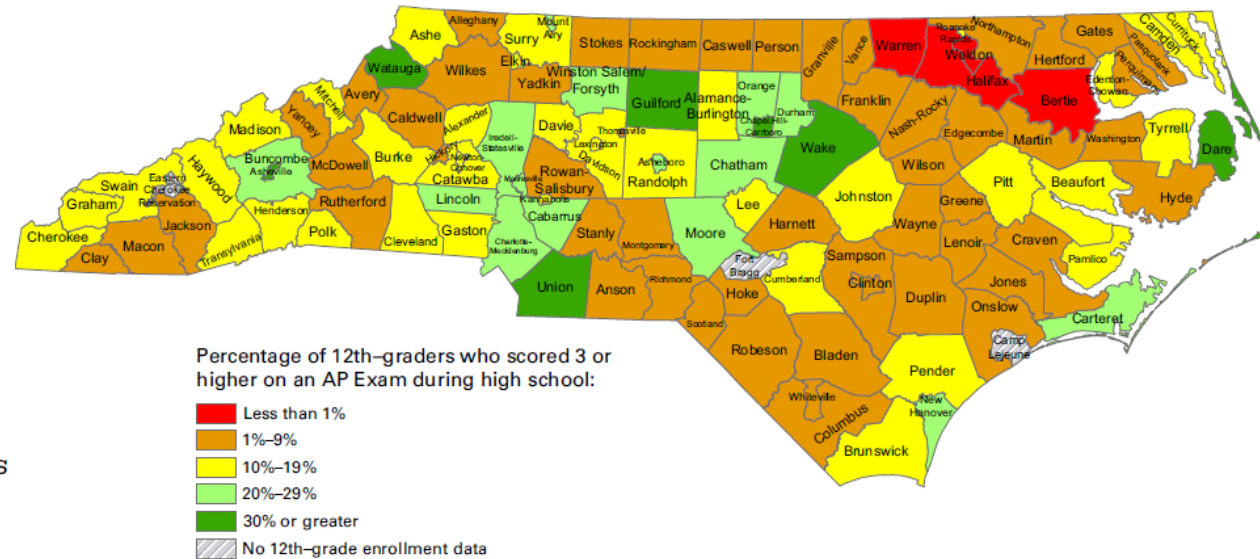


North Carolina Statewide Perspective: AP Exam Success by District 2014 & 2015



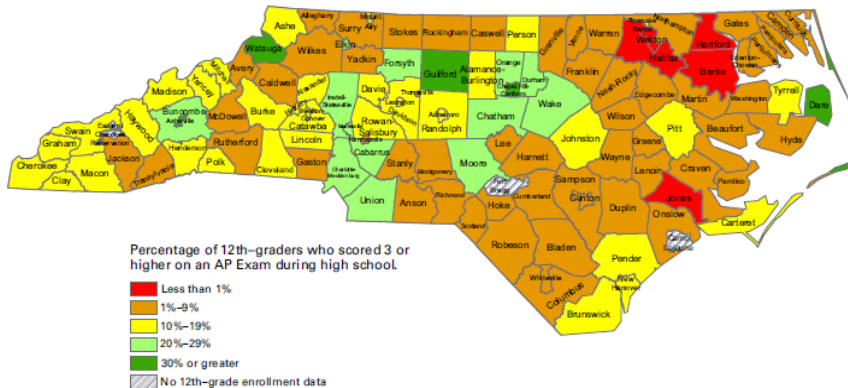
North Carolina Public Schools

AP[®] Success by District: Class of 2015



North Carolina Public Schools

AP[®] Success by District: Class of 2014



NCAPP Webinar Series



Webinars can be accessed at <http://ncapp.weebly.com/>.

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CollegeBoard

NC AP Partnership Mission

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COUNTDOWN TO AP EXAMS



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Connecting Students to Scholarship



Students taking the PSAT/NMSQT® now have increased access to nearly \$180 million in combined annual awards for low-income and minority students.



A college readiness partnership



Official SAT[®] Practice NEW!

For the first time ever. For you. For free.

- ✓ Get to know the new SAT (March 2016)
- ✓ See recommendations to focus your time
- ✓ Stay on top of important dates and announcements



Check it out now

Or tell a student, parent, or educator you know!

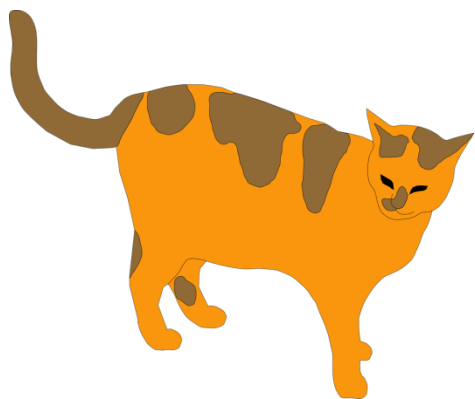


www.khanacademy.org/sat

Making it Happen

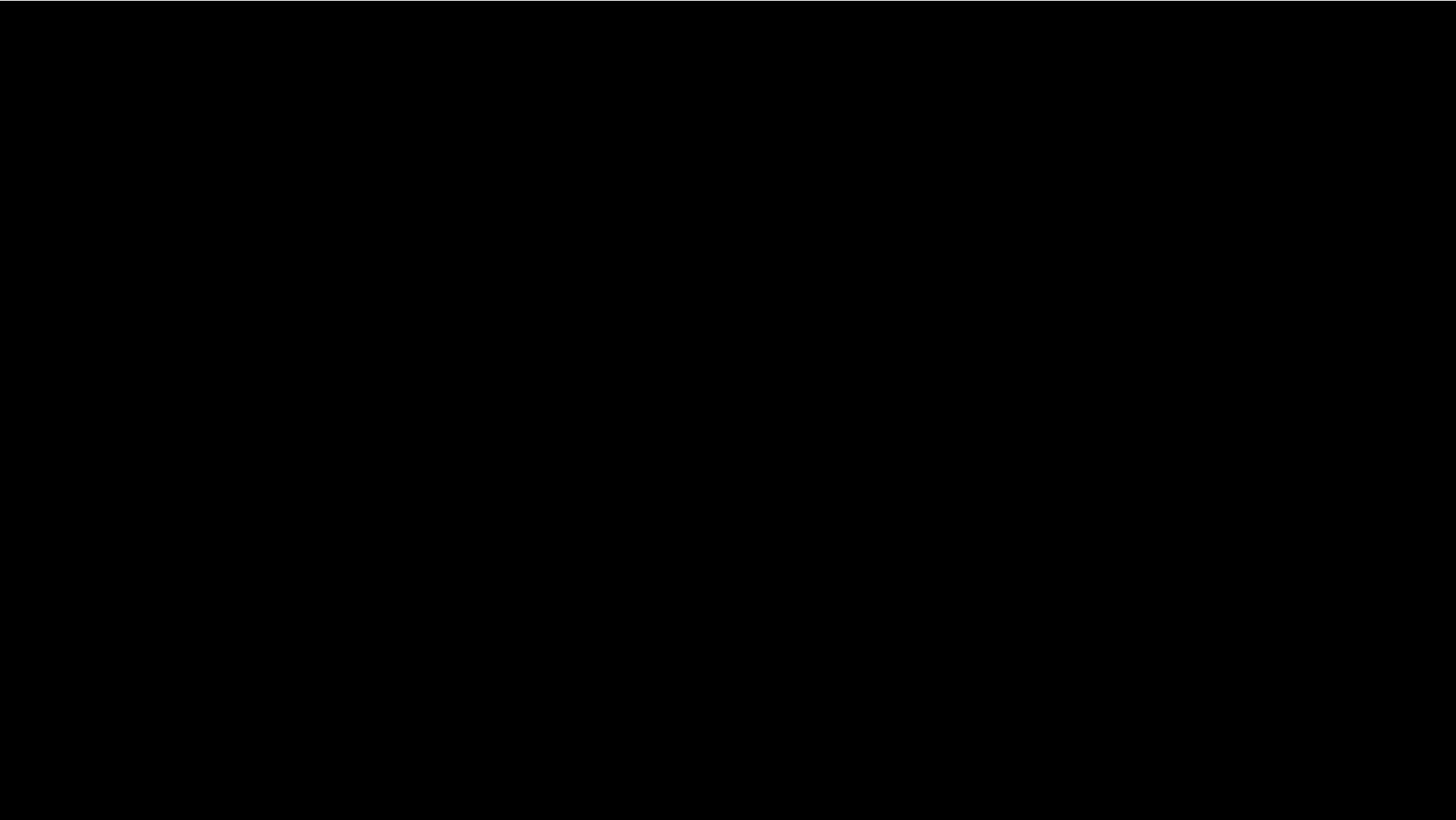


Some are dog people, some are cat people, some are both and some are neither.



Where do you fit in?

Approaches to Get To Your Final Destination



Making it Happen



Find 'em



Support 'em



Fig 1. (2015). African-American Teachers. From <http://yourblackeducation.com>

School Climate



“A cactus can’t grow in every climate.”



Can an AP Program grow and thrive in your school’s climate?

We are not going to find many AP students if the school climate isn’t favorable for **all** students to learn and grow.

Let's talk climate



From the Michigan State University Best Practice Brief – School Climate and Learning

School climate *reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place.*¹

This brief defines school climate in terms of four aspects of the school environment:

- A **physical environment** that is welcoming and conducive to learning
- A **social environment** that promotes communication and interaction
- An **affective environment** that promotes a sense of belonging and self-esteem
- An **academic environment** that promotes learning and self-fulfillment¹

Changing School Climate & Culture



School culture that ...

Supports Learning

Impedes Learning

Artifacts and symbols

The building and its arrangements reflect the children, their needs, and their educational accomplishments.

There is little that reflects an emphasis on children and their education.

Values

Administrators, teachers, students, and parents participate in decision making.

Decisions are made without participation of teachers and parents.

Assumptions and beliefs

All students can learn.
Parents want their children to succeed.
Parents are partners in education.

Some students are incapable of learning or too lazy to learn. Parents don't care.
Parents know nothing about education.

Promoting an Academic Environment for ALL



From: How a Lincoln High teacher gets all his students to pass the AP Calculus exam — Los Angeles Times

Anthony Yom is 35, has been teaching at Lincoln since he was 24, and still looks young enough to run for class president.

He worked in virtual obscurity, as do virtually all good teachers, until the news last week that one of his magnet students was among only 12 in the world to slay the [Advanced Placement Calculus exam with a perfect score](#). - Los Angeles Times



School Climate

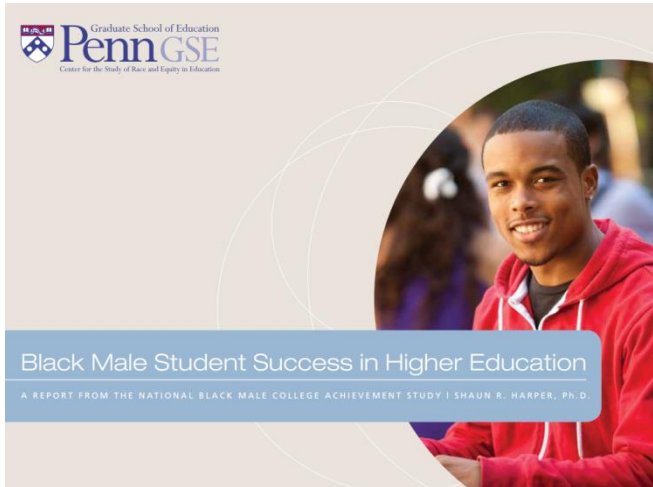


Teaching is believing

Principal Jose Torres, with 31 years of experience at Eastside schools, told me he tells teachers their first duty is to have faith in their students' potential, including those who live with hardship or disadvantage off campus.

“We need to make sure, once they're here, that first and foremost we believe they can learn, regardless of what background they come from,” said Torres. “Anthony has taken that to heart, and other teachers have as well.” - Los Angeles Times

Excerpts from Recent University of Penn Study



“The participants’ early schooling experiences almost always included at least one influential teacher who helped solidify their interest in going to college. Several told stories about how a few educators went beyond typical teaching duties to ensure these young men had the information, resources, and support necessary to succeed in school.” -

Climate Change



What have you done or seen that promotes a climate that fosters growth for all students to succeed academically?

- Create an AP “blitz”; use media resources:
 - Student newspaper, parent newsletter, local newspaper
 - Publicity brochure
 - Closed-circuit television
- Conduct class visits to earlier grades
- Utilize student organizations
- Contact admission officers and request AP information from local colleges
- Invite recent graduates with AP experience to talk to students
- Clearly explain the benefits of AP participation through:
 - School assemblies, Parent Nights, College Nights
 - PTA/PTSO meetings, School Board meetings
 - Community meetings: Elks, Rotary Clubs, etc.

Climate Change



- Develop school district policies that look for ways to include students especially those that are underrepresented
- Foster the belief that AP is for the prepared not the anointed
- Talk to the **students** – conduct focus group of successful underrepresented students in your school – Univ. Penn study
- Treat your successful AP students like you would honor roll students: names on bulletin board, newsletters, etc.
- Post a “Wall of Fame” for students that have scored 3, 4, or 5.
- Have a day where students that have been successful on AP have a special privilege (5 minutes early release, etc.)
- Yard signs, Blue Ribbons, Plaques/Banners



At Samohi, making AP courses more inclusive

By [Jeff Goodman](#) on February 5, 2016 in [Education](#)

“To improve participation rates, Samohi officials had students take surveys about their academic interests, college goals and social-emotional wellbeing. They identified students who could potentially benefit from AP classes, and they held assemblies and parent nights about the courses.

The school also launched an AP ambassadors program wherein students who have been successful in AP courses mentor peers who are new to the classes. The ambassadors meet on a monthly basis and are in regular contact with their mentees, officials said.” - Santa Monica Daily Press

Find 'em - Missed Opportunities



Public Schools, Graduating class of 2015

Any AP Discipline, All Students with AP Potential*



- **36%** of prepared public school students, (7,588 students) in the NC Class of 2015 graduated without taking an AP course in which they had potential to succeed or attended a school that did not offer the course. *

*Based North Carolina's public school population that participated in PSAT/NMSQT.

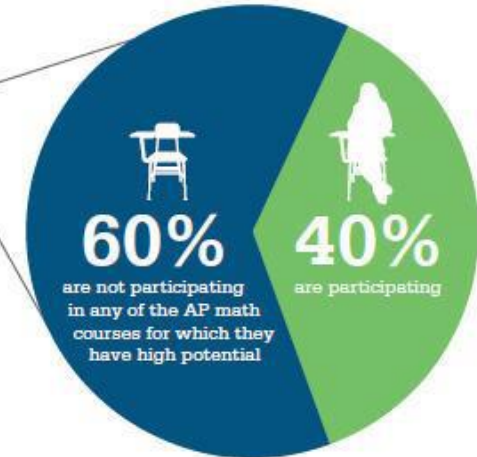
Find 'em with AP Potential



- Identifies “diamond-in-the-rough” students
- Promotes equity
 - Helps identify students who initially might have been overlooked for AP courses
- Easy to use tool for principals, teachers, and counselors to:
 - Expand AP programs
 - Increase enrollment in current AP courses

Our Potential Loss

In each graduating class, **hundreds of thousands of students** demonstrate high potential for success in AP math course work



Where is the greatest potential lost?

Among students with high potential for success in AP math course work, only:

6 out of 10

Asian/Asian American/
Pacific Islander students



4 out of 10

white students



3 out of 10

Hispanic/Latino students



3 out of 10

black/African
American students



2 out of 10

American Indian/
Alaska Native students



...took any such AP math course.

Find ‘em – AP Computer Science Principles



Recruit in clusters

Recruit students from groups that are representative of your target demographic categories. Look to different sports groups, clubs, or other courses to find groups of students who will enroll and provide social support to one another in the classroom. Examples: girls' basketball team, Spanish club, Black Student Union, AVID program, etc.

Extend a personal invitation

Students may respond positively to a personal invitation to enroll in a computer science course. As an example, high school teachers can visit algebra classes during the course selection process to extend an invitation to all students to enroll in their class the following year. You can explain how they have already met the recommended prerequisites for AP Computer Science Principles. In your school's presentation and handouts:

- Describe the key topics and the computational practices that underlie the course, including creativity, programming, and the Internet.
- Explain how important components of this class are collaborating with other students and building creative artifacts such as apps, digital music files, animation or (suggest something from biology/medicine) and collaborating with other students.
- Explain how learning computer science can lead to majors and opportunities in any field, such as computer science, interdisciplinary studies, and industry careers – for example, graphic design, medicine, political science, and engineering.
- When possible, coordinate class activities so that prospective students can learn more about the course by observing their peers completing computing assignments.

Encourage students to demonstrate their work

Current students provide highly effective displays of engagement, excitement, and peer advocacy for computing. As an example, during Computer Science Education Week (which usually takes place in early December) and spring enrollment weeks (and at other school events), teachers can have students advocate for computer science by describing the course and showcasing their computing projects. Use videos of students' projects for future recruitment.

You can also schedule a middle school demonstration and have current or former HS students present their work and talk about the course.

AP Computer Science Principles - Continued



Reach parents

Parents can influence students' college preparatory and career-focused course selection. During family-oriented school events and in letters home, provide a single-page course information sheet that features:

- Key questions and topics that drive the course
- Potential community applications of the course
- Information about higher education computing majors and pathways
- Industry job information, including salaries

Letters and course information sheets should be available in multiple languages.

Reach counselors

Counselors play a key role in encouraging students to consider computer science courses. Provide them descriptions of the course's focus on creativity, communication, and collaboration. Use the suggestions below to help counselors think about the course and which students would benefit most from taking it.

- Describe how AP Computer Science Principles was specifically designed by the National Science Foundation and the College Board to engage a diverse group of students in learning computing
- Explain that a primary goal for this course is to engage a diverse group of students that represents your school's demographics
- Include information about interdisciplinary computing majors and pathways (design, bioinformatics, etc.)
- Provide industry job information, including salaries

Create enrollment policies for equity and diversity

All students should have equitable access to this new course. Care should be taken to ensure that students taking the course are demographically representative of the school's population before confirming their enrollment. Therefore, we encourage you to create policies that promote and enable diversity in the course and to not create barriers that would discourage underrepresented groups from participating.

Support 'em - Teachers



Hire great teachers and provide opportunities for those that are less than great to become great!

- Improve teacher questioning strategies that will invoke critical thinking.
- Review Instructional Planning Report to gain insight on topic weaknesses and then research resources to ensure the next iteration is better.
- AP Insight – Biology, Calculus, Chemistry, US History, World History
- AP Mentoring – AP Literature, AP US History
- Provide opportunities for teachers to attend professional development on cultural and class differences of students.
- Provide opportunities for teachers to attend professional development in their content area – AP Summer Institutes, AP One-Day
- Peer observations
- Videotape classrooms
- School-wide PLC for all of the AP teachers in the building/district.
- Stress that classroom assignments should reflect higher academic standards.

Support 'em – School/District



- Study groups
- Mentors
- Tutoring Programs
- Summer Supports
- Celebrate those that do a little more
- Many schools offer incentives for taking the AP exam, such as
 - Waiving final course exam if student takes the AP exam
 - Giving greater weight to AP grades when calculating GPA
 - Paying the AP Exam fees

Lessons Learned



- A comprehensive program model - including state coverage of AP exam fees, face-to-face PD, district data meetings, and online supports
- Importance of finding champions
- Communication, communication, communication
- Staffing decisions – local connections

Scale for Your Needs



- How might a similar model be used in your state, region, district, or school?
 - What would it look like?
 - Where would you start?
 - What would be your primary goal(s)?
 - What obstacles would you need to overcome?

Q & A



What questions do you have?

Words to Live By



**“If it’s important, you’ll
find a way. If not, you’ll
find an excuse.”**

References



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